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ABSTRACT

This chapter describes a model of a faculty development process which is incorporated into an instructional development-media services program at San Jose State University (California). The old Media Services Program is described first, and its reorganization and the integration of instructional development with media services are detailed. An expansion of the services to include a faculty self-appraisal and development program are described, and the self-appraisal process and the appraisal instrument for use by faculty members are detailed. The process for evaluating the new appraisal instrument and the self-evaluation procedure are considered, and a series of self-instructional modules using text, workbooks, and videotapes is described. It is reported that these faculty development materials have been distributed to over 300 institutions and an accompanying evaluation questionnaire showed that these institutions found the development materials to be of high value to the majority of the users. Three figures are included, and an appendix provides the data from the evaluation questionnaire. (23 references) (Author/EW)

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Chapter 32

Toward a Faculty Self-Appraisal and Development Program — A Readiness Based Approach

Ron J. McBeath

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Faculty development can be considered the improvement of faculty members, much as instructional development is the improvement of instruction. This chapter presents a model with which to visualize the faculty development process. The application of that model at San Jose State University, along with the material which grew out of that experience is then described. Evaluation data from those who have used the material is also provided.

How does faculty development relate to instructional development? What connection exists among the areas of faculty development, instructional development, and audiovisual media services? What percentage of a college faculty is ready or can be encouraged to take advantage of each of these services?

These questions must be considered if an effective faculty development program is to be implemented. However, because of the diversity among universities, the different relationships existing between administrators and faculty members, and the different expectations held by students, the answers may vary significantly from institution to institution.

This chapter will review the steps taken at San Jose State University which have led to the important goal of establishing a faculty self-appraisal and development program. Attention is given to each of the following:

Guidelines for a development program.
The media services program.
Reorganization and integration of instructional development and media services.
Expansion to a faculty self-appraisal and development program.
Evaluation and the future.

Each of the above elements has been implemented in the order listed. The experiences gained at each stage have provided the bases and established the necessary degree of readiness for us to expand and advance to the next activity. This pattern of growth was essential in allowing us to recognize the needs of faculty members which ultimately resulted in the faculty self-appraisal and development program.

GUIDELINES FOR A DEVELOPMENT PROGRAM

The description of the program must be preceded by an explanation of the theoretical framework upon which the development of each of our program elements at San Jose State University is based. A transformational change-model, described below, was constructed which provided a comprehensive basis for working with the faculty, helping us to anticipate their needs, and helping us to design the faculty-development program.

A Model of Transformational Change

We all accept change as a constant in our

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lives, but in educational theory we have tended to accept a "pendulum swing" theory of change based upon such dualisms as traditional and progressive, subjects and methods, faculty and students. Our acceptance of these polarities is a highly-ingrained part of our Western culture. It is not until we recognize the futility of trying to use these closed-system constructs for planning that we question their validity.

The present model (McBeath, 1969) emerged over a period of years during the 1960s as a result of looking for ways to plan for change in education and professional development. After examining technology and science as the major agents for producing change in our society, it became evident that a series of changes or developments can be observed in each of the areas studied. A three-stage format has been developed to depict these changes for several technologies during the agricultural, industrial, and technological eras (see Figure 32-1). An examination of the progressive changes which have occurred in the technologies of transportation, power, and industry (left to right, Figure 32-1) shows this pattern of development. Within the field of science a parallel progression can be seen in the triads.

The addition of further triads shown in the model (Figure 32-1) reveals relationships and a structure which warrants the categorization of stages. The model shows that change is sequential and that the type of emergence from one stage to another is transformational.

One of the most significant implications revealed by an examination of growth in technology and science is that the scientific principles which are developed in an era enable society to create with and to control the technology of that era. Attempts to use the principles of an earlier period with the new technology result in a systems mismatch and problems. The closed system, two-staged, polarized approach is inadequate for dealing with problems of the future in both society and education.

After describing the patterns of change that have been taking place in technology and science, the author recognized that a similar structure could be identified for education. The three-stage model depicting transformational change in education is outlined under the headings of principles, practices, and outcomes. As the model shows (Figure 32-1), the direction of change is from autocratic and permissive toward democratic control; from doing things "to" or "for" to doing things "with" students; from logical thinking and rote memorization, through logical thinking and free expression, to a balance of logical and creative thinking.

As educators, we characteristically gravitate to one stage or another, depending upon our experience, our attitudes, and our professional expectations. Whatever our focus, there can be movement in either direction--toward adventure and risk in the future, or in the reverse, toward the psychological security of the past. Stage I incorporates the traditions of the past and reinforces the dependency syndrome in students. In Stage II, concerns are with the processes of the present and reinforcement of independence in students, while in Stage III the new focus is upon outcomes in the future and interdependence.

From discussions with over one hundred groups, there is general consensus that probably 70 percent of us are at the Stage I level, about 25 percent at Stage II, and possible five percent at Stage III, with respect to our beliefs and educational practices. These figures cannot be considered definitive, but they can be regarded as indicators. The model demonstrates that as faculty members we are all at different levels or stages of behavior and readiness in terms of our practices in teaching, motivating, using resources, and relating to students. It shows how our practices relate to both our principles and to the educational outcomes. Place yourself in this plan. Look over the summary of the structure of the model in Figure 32-1. At which stage do you find yourself in terms of your own beliefs and practices?

This organization of educational principles, practices, and outcomes into at least three distinctive stages provides a convenient basis for decision-making in educational and professional development. Because of this, the three-stage model was used as a guideline for reorganizing the media services, introducing faculty to instructional development, and implementing the faculty self-appraisal and development program.

THE MEDIA SERVICES PROGRAM

Over a period of 20 years the range of media resources available to educators grew as new technologies became available. Films, slides, and graphics grew into audiovisual departments, tapes and tape recorders were organized into language laboratories, and television led to the development of instructional television departments in larger universities. In general, each department had its own distribution, production, and technical-support staff. This pattern was followed at San Jose State University.

Both faculty and students were served. As the model indicates, most of the service requests were initially for "audiovisual aids" as supplements to instruction, but gradually media were increasingly used to help add interest and clarity to classroom presentations. Films, audiotape and videotape services are used by a large proportion of the faculty members periodically.

By helping these media-users to use the "right tool in the right way on the right occasion," we gained experience in working with faculty members in a direct and concrete way. When materials were not commercially available, we were able to help faculty members with the development of resources for instructional purposes through our consultation and production services.

The advent of television and of teaching

Figure 32-1. A Model Depicting Change as Sequential, Emergent and Transformational.

Stage I	Stage II	Stage III
	Developments in Technology	
wheel	motor	jet propulsion
manpower	machine power	computer controls
cottage industry	mechanization	automation
structures and functions	functions in structures	structures for functions
units	networks	constellations
explore	exploit	conserve
	Developments in Science	
certainties	confusion	probabilities
absolutes	relative absolutes	relatives
metaphor	toward models	functional models
linear sets	rationalized structures	emerging patterns
closed system	open system	organic systems
static	dynamic (in flux)	dynamic (evolving)
	Developments in Education	
Principles		
active mind	reactive mind	transactive mind
unity (dualism)	unity (monism)	pluralism
autocratic	laissez-faire	democratic
Practices		
teacher dominated	permissive	inquiry centered
do things to	do things for	do things with
subject emphasis	method emphasis	interdisciplinary emphasis
product oriented	process oriented	performance oriented
extrinsic manipulation	random reinforcement	meaningful involvement
standards grouping	age grouping	readiness grouping
class teaching	group teaching	self paced learning
fixed stimulus	multiple stimuli	organized stimuli
limited access	random access	systematic access
limited resources	multiple resources	instructionai systems
teaching aids	audiovisual techniques	instructional technology
Outcomes		
fixed response	varied response	response mastery
convergent thinking and rote memory	convergent thinking plus free expression	convergent and divergent thinking
competitive	cooperative	adventure
inner directed	other directed	self actualizing

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machines increased and expanded our skills to the third stage of the model in working with faculty in instructional design and development. Our activities provided assistance with the development of courses using such components as self-paced and small-group learning.

Helping to design and establish an audio-tutorial course for 150 students in Botany, two additional courses in Biological Sciences, and then one in the Nursing Department gave us valuable experience with instructional design and with providing service support of a production and technical nature.

At the same time that we were building experience, skills, and credibility, it also became evident that only a small percentage of the faculty members were ready for full course redevelopment. As indicated from discussions about the model, probably fewer than five percent of the professors could be expected to have the energy, time, skills, and dedication for setting up an audio-tutorial course using an instructional design model in a systematic way. The model helped us to develop realistic expectations regarding the number of faculty members requiring different types of help.

The hypothesis of the model was confirmed by our experience that approximately two-thirds of the faculty interest in media is at the audiovisual "aid" level, about one-quarter at the audiovisual techniques level, and perhaps one-twentieth at the instructional technology level of Stage III.

REORGANIZATION AND INTEGRATION OF INSTRUCTIONAL DEVELOPMENT AND MEDIA SERVICES

As the integrative nature of the model indicates, professional development ranges through Stages I, II, and III. It was not seen as advisable to try and implement a faculty development program separate from the media service. Media, in fact, were seen as a means of helping to create alternative ways for students to learn as well as for faculty members to teach. Media were also seen as a means for helping students to expand and improve their thinking patterns. Media do this by reducing the dominant role of the faculty and enable the faculty to become regarded more as resource people. Through the use of media, students are given more opportunities for inquiry, self-paced learning, and small-group work.

But we did see a need to change our general approach to organizing the media services and began exploring how to do that in 1970. Figure 32-2, below, shows how the Design and Development Services were made operationally central, with direct relationships to Production, Utilization, and Technical Services.

This type of reorganization has helped to improve communications and has enabled us to provide an improved and more extensive service for the faculty and students. For example, faculty members wanting to make use of films and videotapes now contact one department rather than two. Technical services become involved with both AV and TV equipment, and this gave the technicians an opportunity to become experienced with a greater range of equipment. In the production area, it became possible to have photographic personnel expand into multi-media production for courses using instructional design procedures.

The reorganization created new opportunities, new expectations, and new satisfactions. These changes were not made without some risk or sacrifice, but the rewards in terms of improved service and improved opportunities for personal advancement more than compensated. Staff members who advanced their skills were given new job descriptions and better pay.

The integration of instructional development and media services required credibility with the faculty, together with administrative support. The plan we followed was to introduce instructional development services in 1970, rename the reorganized support services the Instructional Resources Center in 1972, and introduce the Faculty and Instructional Development Office in 1973.

At each step we looked for faculty and administrative support by presenting our proposals through the appropriate committees of the Academic Senate and concurrently keeping the administration informed of the moves we were making.

A major source of external funds became available for instructional improvement projects at the same time that we reorganized. The California State University and College System provided approximately one million dollars a year for innovative projects on the 19 campuses. We saw this as an excellent opportunity to integrate our instructional development services and applied for a grant to help coordinate a series of four innovative projects. Our past experience was valuable in helping to identify innovative faculty members whom we could assist with project development and implementation. The guidelines in the model were also of value in helping to assess the feasibility of various projects and the likelihood of success.

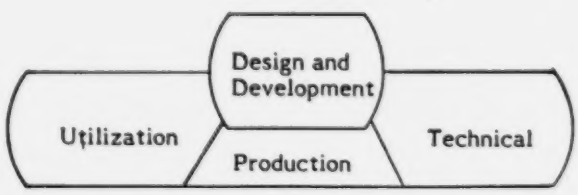

Figure 32-2.

The initial focus of the innovative grant applications was upon the development of learning labs for self-paced and small-group activities. Media were involved in each project. Our experience was most often sought in regard to assistance with media and facilities, but as credibility grew with each individual, we became more involved with instructional design and evaluation activities. On some occasions we became so involved that we were also asked to help reduce hostility among faculty members who disliked the innovation. Our administrative status as a support service and our general prestige with the faculty enabled us to do this.

EXPANSION TO A FACULTY SELF-APPRAISAL AND DEVELOPMENT PROGRAM

Our experience and progress with the overall plan indicated that we were ready to serve faculty members in Stages I and II with assistance in professional development. The timing now seemed appropriate to conduct a University-wide survey to ascertain what professional skills and competencies faculty members would like some help in improving. More than half of the 1,500 faculty members responded to the questionnaire, and there was some indication that they would like assistance in the general areas of lectures, discussions, self-paced learning, tests and evaluation, and faculty-student relationships.

Now that we had identified a realistic need, we made some preliminary explorations to find resource materials and programs which could be used with the faculty. While there were many articles of an exhortative or general nature available, there was very little material which would be of any value in workshops or for self-instructional activities with faculty members.

The type of program we envisaged would have to serve all faculty members. Once again, the model was helpful. We saw the need for a way to help faculty members to identify the level of help they would need in a selected area and thus have the types of resources which would enable them to learn professional skills in a positive, non-threatening way.

An opportunity came to submit a proposal in 1975 to the Fund for Improvement of Post-Secondary Educatioan through the CSUC Center for Professional Development. Using the transformational model as a guideline, we developed a proposal to meet two related objectives:

1. To develop self-appraisal procedures for helping faculty members to identify the professional skills they wished to develop or change;
2. To produce related resources which would be used as self-instructional modules or as materials for workshops in the areas of interest already identified.

The preparation for this proposal provided us with the data-base we needed in order to go about accomplishing our first objective--the development of self-appraisal procedures and forms.

It became evident as we delved into the literature that much of what had been done on the appraisal/evaluation of teachers and teaching was characterized by being overly standardized and highly weighted toward the classroom-performance aspect of teaching.

More than 450 items were gleaned from various surveys, checklists, and opinion-aires. The items, however, were often vague, subjective, and many were poorly written. After reworking and organizing the items under the five major categories of lectures, discussions, tests and evaluation, self-paced learning, and faculty-student relationships, we developed a pool of items which could be drawn from in order to meet different needs as we worked with faculty.

These initial efforts were followed by a decision to develop a single self-appraisal form which could be used as an "engagement" or introductory form with all faculty members. Several criteria and guidelines were established. The form was to be relevant for growth and development in each of the selected areas, the levels of growth outlined were to be descriptive rather than normative, derived from individual rather than from group needs, and useful for both professional and personal growth. We decided that four general levels or stages would be developed to enable faculty members to indicate their readiness for change, and that the main line of development would be toward increasing the scope of learning opportunities for the student and the teachers.

Self Appraisal

The concept of self-appraisal has a long history. Socrates urged "Know thyself." Maslow (1962) has more recently developed a theory about "self direction" and "self actualizing." He depicted people who practiced this as having reached a high level of maturity. The need to stop and reflect and plan ahead has been institutionalized in everyday life with the annual New Year's resolutions.

In education, however, evaluation of our professional lives has typically been left to others. Our colleagues and in many cases our students evaluate us for promotion and tenure purposes. There has been little evidence of "self-appraisal" for improvement, and one strong reason is because there has been very little effort by higher educational institutions to provide any system for in-service or profesional development programs.

A wholistic approach to self-appraisal was seen as necessary; an approach which would recognize that the philosophical assumptions held be each of us regarding the nature of man and the nature of mind would influence our understanding and acceptance of the principles of growth and learning. For example, do we see the learner as good, bad, or neutral? Is the mind active, reactive, or interactive? Our responses to these questions will influence why we teach, what we teach, how

we teach, and what expectations we have. Our responses will influence how we motivate, set objectives, use techniques, conduct discussions, and develop relationships with students.

The wholistic approach was seen as necessary because we did not expect to see miracles or overnight changes. Changes were seen as being slow, but incremental, and as having a direction. Some observable individual improvements could be made quickly, but an overall, broad-based improvement would take time and would need both faculty commitment and nurturing through a faculty development program.

What can a self-appraisal form do? It should, in a positive, non-threatening way, help us to take a good look at where we are and see where we would like to be. As faculty members, we build patterns of behavior which are reinforced to some extent every day and week of the year, and they become habits. A good self-appraisal form should help us to assess these habits and find out if we are doing what we believe we are. It should also help us to see what steps we might take to make any desired changes.

The Self Appraisal form

The form we developed (Figure 32-3) is designed to help faculty members to identify their levels of readiness for developing professional competencies in the general areas of instructional strategies (lectures, media presentations, and self-paced learning); test and evaluation of learning; discussion techniques; instructor-student relationships; and course development.

Figure 32-3. A Self-Appraisal Form for Faculty.

The basic purpose of this form is to help you identify professional areas you would like to further develop. The Faculty and Instructional Development Office has assembled various resources and activities which may assist you in meeting the needs you have identified.

Below are listed five major instructional areas. Please read the descriptions under each area and circle the appropriate response(s) for each description...

/A/ NOT NECESSARY--I don't feel that I need help in this area.

/B/ LOW PRIORITY--I am interested, but for the time being, this is a low priority.

/C/ MORE INFORMATION--I'd like to find out more about this area.

/D/ READY FOR ACTION--I would like to become involved in this area **as soon as possible.**

INSTRUCTIONAL STRATEGIES (Lectures, Self-Paced Learning, etc.):

A B C D Give effective lectures with clear goals, appropriate examples, and in a well organized manner.
A B C D Make use of a variety of media and resources in my instruction to add interest and clarity.
A B C D Provide opportunities for independent study and small group work through planned modules and support resources.
A B C D Design an instructional system in which the students are pretested and guided into alternative activities (self-paced and group) to reach desired learning outcomes.

TESTS AND EVALUATION OF LEARNING:

A B C D Use assessment techniques to measure the student's knowledge of the course content, based on my standards from previous semesters.
A B C D Use assessment techniques to measure the student's understanding and ability to apply his knowledge.
A B C D Use assessment techniques to measure the student's levels of knowledge, ability to use intellectual skills, and develop attitudes toward further learning.
A B C D Use assessment techniques to measure the student's competency to use knowledge and intellectual skills for analysis and problem solving.

The four readiness levels are based upon the transformational change model described earlier, and depict four different professional styles. Each level is represented by a single question in each of the Topic Sets on the form. Most faculty members, probably two-thirds, take the scholarly or the research oriented, traditional approach, and their instructional strategy places an emphasis upon lecture presentations. A smaller group, about one-quarter, takes a greater interest in providing some variety in their teaching through the use of media. The third level (possibly one-tenth) takes a more task-oriented approach and organizes opportunities for students to learn with self-paced materials and in small groups. Those using the fourth style, fewer than five percent, design teaching and learning activities which include elements of the other three styles, integrated to meet the needs of the situation.

Validation of the Self-Appraisal Form

Steps were taken through each phase of the project to try out the materials on faculty members both as individuals and in groups. The direct feedback obtained helped to test and refine the materials. In addition to involving members of the Academic Senate through the Improvement of Instruction Committee, several departments, including Counselor Education, Nursing, Biological Sciences, Natural Sciences, Aeronautics, Business Management, and others, participated. Meetings were also held at other universities.

The results of these meetings were enlightening, and friendly participants were not hesitant to express hostility upon occasion. The hostility was directed generally at what they considered would be administrative misuse of the materials and the program. Many productive comments were made and resulted in some modifications.

We have concluded that no single evaluation procedure or technique would be wholly successful with any group of faculty members, and also that the faculty should be given information about the resource units available so that they could see the program in its entirety and realize that it is not just another evaluation procedure.

The Modules

A series of 20 different modules has been prepared. Most of the modules are organized as a set consisting of a text and a workbook. The text provides narrative information and practical summaries, based upon experience and current literature. Exercises and examples in the workbook are drawn from many college-level subjects. Answers to exercises are discussed in the text and guidelines are given for applying the concepts and techniques to a specific unit in a selected course.

The materials, which are described below in their newly-revised form, can be used in a self-instructional way or in workshops, where a coordinator of professional development can serve as a group leader. The content and organization of these materials encourages participation and interaction among faculty members from diverse backgrounds.

The Module, Setting Objectives, reviews the role of performance objectives in planning, implementing, and evaluating instruction. It includes construction guidelines and exercises.

Preparing Lectures focuses upon selecting and organizing content; choosing examples and resources; selecting presentation method; creating conditions for successful learning; and planning to evaluate lecture effectiveness. A one-hour videotape sampling several different lecturing styles is available.

Conducting Discussions addresses the discussion process in regard to patterns, purposes, preparing, conducting, and evaluating discussions. It includes application exercises.

Constructing Multiple-Choice Test Items gives seven rules, together with application exercises, to assist in constructing multiple-choice items in a variety of subject fields.

Constructing True-False Test Items describes simple, complex and compound forms. Rules and exercises guide in the construction and use of true-false items.

Constructing Matching Test Items describes the three components of a well-written matching test-item. It includes methods for test construction and use.

Item Analysis on Objective Tests describes procedures for determining test-item reliability. It includes detailed interpretation of item analysis from a computer print-out.

Constructing and Scoring Essay Questions presents guidelines and exercises for developing and reliably scoring essay-test questions. It explains point-scoring and rating methods.

Performance Testing provides descriptions and construction guidelines for various performance tests. Examples include simulations, work samples, projects, rehearsed performances, and problem solving.

Improving Instructor-Student Relationships discusses these relationships in regard to classroom atmosphere, facilitating communication, instructor functions, student learning-styles, and instructor accessibility to students beyond the classroom.

Developing Opinion, Interest and Attitude Questionnaires gives guidelines for developing adjective and behavior checklists, Likert and semantic-differential rating scales, ranking techniques, and open-ended questions.

Types of Self-Paced Learning Programs describes eight types, including the Self-Instruction Book, Multi-Media Package, PSI Method, and Audio-Tutorial Method in text and tape/filmstrip presentations.

Planning and Preparing Eight Types of Self-Paced Programs outlines step-by-step developmental procedures for each type. It provides guidelines for implementation and program evaluation.

The videotape mentioned above is composed of eight segments. Each segment was produced by videotaping a 50-minute lecture, then reducing it to about seven minutes, showing the main phases of the lecture. Next, the instructor was asked to make pertinent comments about his purposes, techniques, style, concerns, and interests. He also makes an overall appraisal. The responses were dubbed onto the sound track, so that the result is an hour's tape containing eight brief presentations about lecturing.

EVALUATION AND THE FUTURE

The materials described above have been used extensively at San Jose State University and at many of the universities and colleges within the California State University and College System. Further workshops have been conducted in such diverse locations as Princeton and the University of Hawaii. The author, often with his colleague, Dr. Jerrold E. Kemp, has conducted many workshops and has found the module and organizational format to be very effective in starting productive discussions. The workshops often lead to further activities and opportunities for additional consultation or course development.

These materials have been purchased by over 300 institutions. The degree of use and general value, however, is dependent upon many factors, such as the morale of the institution and incentives for professional development. An increasing number of universities are finding the modules useful in training graduate teaching assistants, and many are also using them in medical education. Some impact has been made within industry and government.

A questionnaire (Appendix 1) was sent to the first 200 purchasers of the modules. The responses listed below are a summary from the 45 returns. Most of the materials have been used, and the value of the material was found to be high by the majority of users.

In this review of the move at San Jose State University towards the provision of a faculty self-appraisal and development program, we have described the practical steps taken and the theoretical base used to guide our actions. The assumption has been that we are all ready to improve our professional competencies, whether we are faculty members or are a part of the support services. The model of transformational change depicts a multidimensional approach to change and to readiness for change.

Institutions are usually less flexible and less open to change than are individuals; therefore, it becomes our professional challenge to work within our institutions to initiate procedures which will facilitate rather than inhibit professional growth. Our tasks are at all levels--ranging from helping faculty members to make effective use of media, to helping them improve their instruction, their evaluations and their relationships with students, to helping them design innovative programs.

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APPENDIX

FACULTY DEVELOPMENT MATERIALS QUESTIONNAIRE

The following questions refer to the modular units and audiovisual materials you have received from San Jose State University. Please respond to as many of the questions as you can by checking appropriate answers or adding your own comments.

1. For what purpose did you purchase the materials?

   27 general interest

   24 specific use with faculty

   7 (other)

2. Have you (or someone else in your department or organization) used the materials or made them available to other persons for their use?

   36 Yes 8 No

   If so, have the materials been used?

   20 I (or other persons) have looked them over only casually.

   17 I (or other persons) have studied the modules in detail.
   (Reading text and completing workbook questions.)

   11 I (or another person) have used some or all modules in workshops with faculty.

   3 (other)_____

3. Did you include any of the following audiovisual materials in your purchase?

   Videocassette on sample lecture methods? 8 Yes 33 No

   Filmstrip/tape presentations on self-paced learning? 10 Yes 30 No

   If so, please comment on the value of these materials:

   5 very valuable

   18 useful

   7 limited value

4. Here's a list of all the modules now being distributed. Place a check mark to the left of each one that you obtained, then for each one that has been used. Please rate its value (1 - low to 3 - high) by circling a number.

		1	2	3
30	Setting Objectives	2	7	10
28	Preparing Lectures	3	7	8
24	Conducting Discussions	3	6	10
31	Constructing Multiple-Choice Test-Items	2	5	14
27	Constructing True/False Test-Items	3	6	12
29	Constructing Matching Test-Items	3	6	9
25	Item Analysis on Objective Tests	2	6	9
27	Constructing and Scoring Essay Questions	2	5	12
23	Performance Testing	2	7	6
21	Improving Instructor-Student Relationships	3	4	7

25	Developing Opinion, Interest and Attitude Questionnaires	5	5	3
17	Types of Self-Paced Learning Programs	1	6	3
17	Planning and Preparing Eight Types of Self-Paced Programs	1	6	3

5. The last pages (yellow) in the workbook for each module provide the user with the opportunity to apply what was learned about the topic. The user is asked to select appropriate subject content and develop an instructional sequence, test questions, or whatever. If the yellow pages were used, were the activities worthwhile additions to studying the content of the module by those who participated?

12	2
Yes	No

6. Do you have any plans to obtain modules you did not purchase or additional copies of those you have found useful?

11	19
Yes	No